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ABSTRACT

Based on the writings of Donald R. and William M. Hammerman, this inventory is divided into 3 parts. The first attempts to determine how well a teacher understands the term "outdoor education." The second asks the teacher's opinions, impressions, and attitudes toward outdoor education. Part three asks the teacher which objectives of an elementary curriculum are applicable to outdoor education. The inventory was developed to ascertain teacher attitudes toward outdoor education. It is not an achievement test or a test of outdoor education methods. A test-retest reliability coefficient of .84 has been established for this instrument. A copy of the instrument and a scoring key are included in the document. (DK)

ED038231

Development and Use of the Chase Outdoor Education Inventory

(Teacher)--15 min.

This inventory was constructed based on the writings of Donald R. Hammerman and William M. Hammerman, "Teaching in the Outdoors." The philosophy developed in this text has been assumed to be the philosophy of Outdoor Education. This is based on Mager's belief that an attitude toward a person, place or object is a pre-disposition to action.

Part I of the Inventory is an attempt to determine how well the teacher understands the term "outdoor education." The teacher is required to designate those activities that are a part of Outdoor Education. If the item is correct, the individual receives two points; otherwise zero.

Part II of the Inventory consistsof items asking for the teacher's opinions, impressions, and attitudes toward Outdoor Education. The teacher is required to agree, disagree, or indicate no opinion on this section of the exam. A correct (according to Hammerman & Hammerman) response is worth two points. No opinion for any item is assigned a value of one point and the incorrect response receives no points.

Part III of the Inventory states objectives usually included in the elementary curriculum. The teacher is asked to state an opinion as to the feasibility of enhancing the objective through Outdoor Education. The item is scored in a manner similar to Part II of the Inventory.

Text-Retest reliability was determined for this Inventory in the following manner:

1. The final version of the instruments was prepared following standard test development procedures.
2. The tests were administered to eighty-two (82) teachers attending the Graduate School at Southern Illinois University in Carbondale during the Summer Quarter 1967.
3. The tests were graded using the scoring procedures previously defined.
4. Lists were prepared which contained the names of the teachers and their scores.

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Dr. Craig Chase
[1968]

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5. The tests were then re-administered to the same group of individuals.

6. The tests were scored using the same procedures as previously indicated.

7. A test-retest reliability coefficient of .84 was determined for this instrument. Considering that this is essentially an attitude inventory this reliability is most acceptable.

8. The range of the test was from 59 to 146 which indicates that there is no "floor" or "ceiling" effects. This is relevant to the personnel using this instrument because none of the reliability sample had had previous training in Outdoor Education.

9. The Outdoor Education Inventory is currently being used in four states for two purposes: (a) to evaluate outdoor education programs in terms of the changes in attitude toward outdoor education by program participants; and (b) to design outdoor education programs so that they concentrate on outdoor education in curriculum areas in which program participants need instruction. Attitudes toward the use of outdoor education in each of the academic disciplines can be ascertained.

The IBM answer sheets and the methods for scoring were found to be practical. The instrument can be graded by anyone having the key prepared by the test developers. The totaling of points can easily be handled by a clerk.

The Outdoor Education Inventory (Teacher) was developed to ascertain teacher attitudes toward outdoor education. It is not an achievement test nor is it a test of outdoor education methods.

The Chase Outdoor Education Inventory

Part I.

For each item mark:

a "1" if the stated activity is a part of outdoor education

a "2" if the stated activity is not a part of outdoor education

1. Learning through direct first hand experience
2. Conservation education
3. Science education
4. Viewing a movie of animal wildlife
5. Agricultural education
6. Reading a book on land erosion
7. Outdoor recreation
8. Camping education
9. Writing an essay on the wilderness
10. Nature Study
11. Art class drawing trees out of doors
12. A field trip to the dairy

Part II.

The following items ask you to indicate your opinions, impressions, and attitudes toward Outdoor Education.

For each item mark:

a "1" if you agree with the statement

a "2" if you have no opinion with respect to the statement

a "3" if you disagree with the statement

13. The major purpose of outdoor education is to have fun.
14. Outdoor education enhances teacher-pupil relations.
15. Outdoor education is applicable to all subject matter areas at all grade levels.

16. Outdoor education is largely a frivolous activity.

17. Outdoor education is more concerned with learning in-depth rather than completing a text or covering a lot of material.

18. Outdoor education enriches, vitalizes, and complements content areas of the school curriculum.

19. Outdoor education is essential to the physical health of a youngster.

20. Outdoor education and outdoor recreation are two terms meaning the same thing.

21. Outdoor education diminishes the importance of the "joy of discovery."

22. Outdoor education activities often promote cohesiveness and unity of spirit among students when pursuing a common goal.

23. Outdoor education activities reduce opportunities children have to assume real responsibilities.

24. Outdoor education stresses the involvement of the learner.

25. Outdoor education stresses multi-sensory learning.

26. Outdoor education emphasizes that telling, in itself, is teaching.

27. Outdoor education activities are employed as part of teaching activities.

28. Outdoor education activities compliment and enhance understanding of the subject matter I teach.

29. There is some subject matter that I teach which I see little use for outdoor education.

30. On the job, or in-service training, in outdoor education is of little use.

31. Special knowledge is necessary to effectively teach students in the out-of-doors.

32. Special skills are necessary to effectively teach students in the out-of-doors.

33. The ultimate educational experience in the out-of-doors is the resident outdoor school in which a teacher and his pupils live, work, and study for several days in an outdoor setting.

34. Outdoor education does little to enhance classroom objectives.

35. Every professional teacher education program outht to include a practicum in outdoor education

36. Professional preparation of teachers in outdoor education should take place both during teacher training and on the job.

37. Training in outdoor education broadens a teacher's scope of educational methods.

38. Outdoor education is usually more destructive than instructive.

39. There should be an outdoor education specialist in each school system.

Part III.

The following ovjectives are usually included in the elementary curriculum.

For each item mark:

a "1" if the objective can be enhanced through outdoor education.

a "2" if you have no opinion with respect to the objective.

a "3" if the objective cannot be enhanced through outdoor education.

ARITHMETIC

40. To use standard measuring instruments

41. To understand relationship of arithmetic to everyday living

42. To develop capacity to estimate

43. Application of arithmetic skills to first-hand experience in the outdoors

LANGUAGE ARTS

44. To write legibly and spell correctly

45. To express oneself well in both written and spoken word

46. To read and interpret correctly

SOCIAL STUDIES

47. To create an interest in an understanding of local history

48. To develop an understanding of democratic procedures and of group processes

49. To create an understanding of the relationship between man and his environment

50. To develop an understanding of some of the socio-emotional needs of man

51. To develop an understanding of how a local government functions

NATURAL SCIENCES

52. To be able to recognize some of the common plants and animals in the local area

53. To understand some of the interrelationships of plant and animal life in different environments of the local area

54. To know various methods of seed dissemination

55. To know the uses of different plants and animals

56. To understand the need for conservation of plant and animal life

EARTH SCIENCES

57. To understand some general characteristics of rock strata in the local area as they relate to plants, animals and water.

58. To understand the history of rocks and their contribution to soil formation.

59. To understand the relationship of surface terrain to underlying rock strata

60. To understand the causes, effects and ways to control erosion

61. To be able to recognize some major constellations and their relationship to earth motions

62. To understand the nature and movements of heavenly bodies as a pattern of related behavior

63. To understand forces in weather events

HEALTH, PHYSICAL EDUCATION, AND RECREATION

64. To develop wholesome mental attitudes and habits

65. To practice good health habits

66. To plan and practice wholesome use of leisure time

67. To keep physically fit

68. To develop an awareness of safe practices in the outdoors

69. To integrate health and physical education with other subject matter areas

70. To give the child an opportunity to explore a variety of media

71. To encourage the child to express his imaginative ideas as well as his realistic ones

72. To consider art and music as a part of everyday living

73. To develop handiness with common tools

74. To show relationship of art and music to cultures of different people

75. To get everyone in a group to sing for the fun of it

76. To develop a feeling for and understanding of rhythm

Key

SCHOOL _____ GRADE _____ DISTRICT _____

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PART I

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PART II

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PART III

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